

FLORENCE 3 SCHOOL DISTRICT

125 S. Blanding Street
Lake City, SC 29560

GRADES PK-12

ENROLLMENT 3,895 Students

SUPERINTENDENT Mrs. Beth M. Wright 843-374-8652

BOARD CHAIR Richard Cook 843-394-8043

FISCAL AUTHORITY Town Meetings

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

0

1

9

5

0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This district met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Good	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Average	No
2004	Average	Average	No

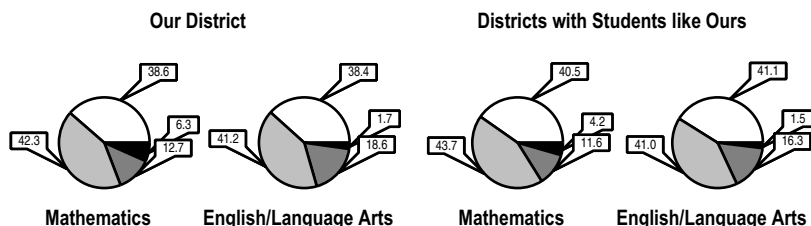
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

81.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	54.8	N/A	N/A	64.1	N/A	N/A
Passed 1 subtest	21.5	N/A	N/A	17.5	N/A	N/A
Passed no subtests	23.7	N/A	N/A	18.4	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	6.4	5.5
Seniors who met the SAT/ACT requirement	6.4	5.5
Seniors who met the grade point average	52.9	38.1

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	1,800	98.9	38.4	41.2	18.6	1.7	20.4
Gender							
Male	937	98.6	47.3	37.8	13.9	0.9	14.8
Female	863	99.3	29.0	44.8	23.7	2.6	26.3
Racial/Ethnic Group							
White	594	99.8	21.7	44.3	31.8	2.2	33.9
African-American	1,186	98.6	47.0	39.5	11.9	1.5	13.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	93.3	41.7	33.3	25.0	0.0	25.0
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,417	99.7	30.4	45.7	22.4	1.6	24.0
Disabled	383	96.3	70.1	23.8	3.8	2.3	6.2
Migrant Status							
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	1,797	98.9	38.4	41.2	18.6	1.7	20.4
English Proficiency							
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,796	98.9	38.4	41.2	18.6	1.7	20.3
Socio-Economic Status							
Subsidized meals	1,525	98.8	42.8	41.0	14.6	1.6	16.2
Full-pay meals	273	100.0	15.4	42.1	39.8	2.6	42.5

Mathematics							
All Students	1,800	99.1	38.6	42.3	12.7	6.3	19.0
Gender							
Male	937	98.7	44.3	39.6	10.1	6.0	16.1
Female	863	99.4	32.6	45.3	15.5	6.7	22.2
Racial/Ethnic Group							
White	594	99.8	22.3	44.2	21.2	12.4	33.6
African-American	1,186	98.7	46.7	41.7	8.4	3.3	11.6
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	66.7	16.7	16.7	0.0	16.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,417	99.7	31.3	46.4	15.2	7.0	22.3
Disabled	383	96.6	67.2	26.4	2.9	3.5	6.5
Migrant Status							
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	1,797	99.1	38.6	42.4	12.7	6.3	19.1
English Proficiency							
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,796	99.1	38.5	42.4	12.7	6.3	19.1
Socio-Economic Status							
Subsidized meals	1,525	98.9	42.5	42.7	10.7	4.1	14.8
Full-pay meals	273	100.0	18.0	40.6	23.3	18.0	41.4

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	312	99.0	30.6	43.3	23.9	2.1	26.1
	Grade 4	333	99.4	30.5	51.3	17.2	1.0	18.2
	Grade 5	307	100.0	44.3	42.9	12.8	N/A	12.8
	Grade 6	326	99.4	46.8	38.5	11.0	3.7	14.6
	Grade 7	283	99.3	42.2	41.4	15.6	0.8	16.3
	Grade 8	310	98.7	47.3	44.2	8.2	0.3	8.5
2004	Grade 3	291	98.3	22.3	39.4	35.5	2.8	38.3
	Grade 4	301	99.3	34.6	43.5	19.9	2.1	21.9
	Grade 5	320	97.5	36.7	49.8	12.8	0.7	13.4
	Grade 6	303	100.0	51.3	32.5	14.9	1.3	16.2
	Grade 7	316	100.0	45.7	41.5	11.8	1.0	12.8
	Grade 8	271	98.5	42.4	42.8	14.8	N/A	14.8

Mathematics								
2003	Grade 3	312	100.0	33.6	44.4	17.1	4.9	22.0
	Grade 4	333	99.7	35.8	50.0	10.0	4.2	14.2
	Grade 5	307	100.0	30.2	50.0	15.6	4.2	19.8
	Grade 6	326	99.7	34.7	43.0	15.3	7.0	22.3
	Grade 7	283	100.0	47.9	30.9	12.1	9.1	21.1
	Grade 8	310	100.0	40.2	48.3	9.5	2.0	11.5
2004	Grade 3	291	97.9	29.5	50.2	15.7	4.6	20.3
	Grade 4	301	99.7	43.7	37.2	13.7	5.5	19.1
	Grade 5	320	98.1	40.7	39.4	12.1	7.8	19.9
	Grade 6	303	100.0	33.4	43.0	13.6	9.9	23.5
	Grade 7	316	100.0	43.8	42.2	10.5	3.5	14.1
	Grade 8	271	98.5	44.7	43.2	9.5	2.7	12.1

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	305	94.1	29.1	37.9	23.0	9.9	33.0
Gender							
Male	153	91.5	35.0	36.5	21.2	7.3	28.5
Female	152	96.7	23.4	39.3	24.8	12.4	37.2
Racial/Ethnic Group							
White	91	96.7	14.0	36.0	27.9	22.1	50.0
African-American	211	92.9	35.9	39.0	20.5	4.6	25.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	243	96.3	20.0	40.4	27.4	12.2	39.6
Disabled	62	85.5	69.2	26.9	3.8	N/A	3.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	305	94.1	29.1	37.9	24.3	9.9	33.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	305	94.1	29.1	37.9	23.0	9.9	33.0
Socio-Economic Status							
Subsidized meals	247	93.1	33.8	38.6	21.1	6.6	27.6
Full-pay meals	58	98.3	9.3	35.2	31.5	24.1	55.6

Mathematics							
All Students	305	91.8	37.3	32.6	24.3	5.8	30.1
Gender							
Male	153	89.5	43.0	28.1	23.7	5.2	28.9
Female	152	94.1	31.9	36.9	24.8	6.4	31.2
Racial/Ethnic Group							
White	91	95.6	27.1	28.2	30.6	14.1	44.7
African-American	211	90.5	42.1	34.2	21.6	2.1	23.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	243	94.2	29.2	35.4	28.3	7.1	35.4
Disabled	62	82.3	74.0	20.0	6.0	N/A	6.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	305	91.8	37.3	32.6	24.3	5.8	30.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	305	91.8	37.3	32.6	24.3	5.8	30.1
Socio-Economic Status							
Subsidized meals	247	90.3	41.2	34.4	23.1	1.4	24.4
Full-pay meals	58	98.3	21.8	25.5	29.1	23.6	52.7

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	233	89.3%	204	6.4%	266	71.4%	N/A
Gender							
Male	110	87.3%	94	7.4%	126	63.5%	
Female	123	91.1%	110	5.5%	140	78.6%	
Racial/Ethnic Group							
White	94	94.7%	64	18.8%	91	78.0%	
African American	139	85.6%	140	0.7%	175	68.0%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	N/A	N/A	0	N/A	N/A	N/A	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	213	91.1%	192	6.8%	236	75.4%	
Disabilities other than speech	20	70.0%	12	0.0%	30	40.0%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	227	89.9%	204	6.4%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	233	89.3%	204	6.4%	265	71.7%	
Socio-Economic Status							
Subsidized meals	144	85.4%	136	0.7%	172	68.0%	
Full-pay meals	89	95.5%	68	17.6%	94	77.7%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	89.3%	91.5%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	266	200
Number of Diplomas	190	141
Rate	71.4%	72.5%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	446	432	460	443	906	875
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	15.0	15.2	16.3	16.3	16.4	16.8	17.1	17.2	16.3	16.5
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 3,895)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	97.2%
Retention rate	6.2%	Up from 0.1%	6.5%	5.3%
Attendance rate	96.5%	Up from 95.7%	96.1%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		8.2%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		7.1%	5.1%
Eligible for gifted and talented	11.8%	Up from 11.6%	6.7%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.1%	Down from 15.4%	10.9%	10.9%
Older than usual for grade	5.1%	Down from 7.4%	6.7%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.4%	Down from 3.6%	1.9%	1.1%
Enrolled in AP/IB programs	7.2%	Down from 8.0%	8.2%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	304	Up from 249	157	157
Completions in adult education GED or diploma programs	25	Down from 39	15	39
Annual dropout rate	4.9%	Up from 4.5%	2.7%	2.9%
Teachers (n= 274)				
Teachers with advanced degrees	41.6%	Up from 39.0%	46.6%	50.0%
Continuing contract teachers	85.4%	Up from 77.7%	81.5%	84.6%
Highly qualified teachers**	90.3%	N/A	91.6%	92.5%
Teachers with emergency or provisional certificates	9.9%		8.8%	4.4%
Teachers returning from previous year	87.6%	Down from 88.6%	87.6%	89.9%
Teacher attendance rate	94.1%	Up from 93.4%	94.1%	94.7%
Average teacher salary	\$39,029	Up 1.9%	\$38,088	\$40,566
Vacancies for more than nine weeks	0.7%	N/C	0.7%	0.3%
Prof. development days/teacher	12.4 days	Up from 10.6 days	12.1 days	12.0 days
District				
Superintendent's years at district	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	20.6 to 1	Down from 22.8 to 1	19.9 to 1	21.0 to 1
Prime instructional time	88.9%	Up from 87.5%	88.2%	89.5%
Dollars spent per pupil*	\$7,491	Up 1.8%	\$8,058	\$7,217
Percent of expenditures for teacher salaries*	54.3%	Up from 52.5%	54.1%	55.6%
Opportunities in the arts	Good	No change	Good	Excellent
Parents attending conferences	93.5%	Up from 92.1%	93.8%	97.3%
Number of schools	8	No change	5	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	6.7%	Down from 11.2%	5.5%	4.3%
Average age in years of school facilities	29	Down from 30	28	26
Number of schools with SACS accreditation	2	Up from 1	4	8
Average administrator salary	\$65,603		\$64,324	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	90.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	9 trustees elected to at-large seats
Fiscal Authority	Town Meetings
Average Number of Hours of Training Annually	9.0 per board member
Percent new trustees completing orientation	100.0%

DISTRICT SUPERINTENDENT'S REPORT

Looking back on the 2003-2004 school year, we in Florence County School District Three see many accomplishments to celebrate. Our faculty, staff, administrators and communities have worked tirelessly to provide an optimum learning environment for all students.

In May the district held its first board of trustees elections under the new single-member district voting plan, which ensures representation for residents of the Coward, Olanta and Scranton areas.

The State Department of Education's Red Carpet Award for family-friendly schools was awarded to Scranton Elementary School. The State Department of Education also awarded Lake City High School a Palmetto Gold Award, while Olanta Elementary received a Silver Award for the third consecutive year.

Thirty-six students from Ronald E. McNair Middle School and Lake City High School participated in Clemson University's 25th Biology Merit Exam. Two McNair Middle School students and a Lake City High School student received statewide Honorable Mention for their performance on the exam.

The district raised its Improvement Rating from "Below Average" in 2002 to "Average" this year. The largest improvement came at Lake City High, which saw its Improvement Rating jump from "Unsatisfactory" last year to "Excellent." Olanta Elementary showed significant increases in both its Absolute Rating - from "Below Average" to "Good" - and in its Improvement Rating - from "Average" to "Good."

Lake City High had 13 students selected to participate in Eastern District Band, 12 students selected to participate in Region Five Honor Band, and one student selected for the South Carolina All-State Band.

Eight teachers shared in \$24,000 in Education Improvement Act teacher grants awarded by the State Department of Education. A consortium of Florence Three and Lee County received \$550,000 each year for three years for Rise and Soar with Technology! The grant provides 4th-6th grade classrooms with learning technologies. Florence Three and a consortium of three other school districts received a \$3,194,611 Early Reading First grant. Florence Three was also awarded a three-year, \$1.3 million Reading First grant to ensure that all children learn to read well by the end of third grade.

Lake City High seniors earned college scholarships totaling more than \$1.4 million.

We continue working together diligently to give our children the quality education parents and communities expect and our children deserve.

Beth Wright, Superintendent